

*Ribas Associates and Publications, Inc. presents*  
***Observing, Assessing, Developing and Documenting***  
***Classroom Teaching***  
*A Hybrid (half live and half online) Course*  
*Course Integrates the New DESE Regulations on Teacher Evaluation*

**Ribas Associates is pre-approved under MA ESE contract #10APAJP1 to provide services paid for with RTTT funds.**

**COURSE DESCRIPTION:**

In the last ten years Ribas Associates has trained hundreds of administrators from Massachusetts, New Hampshire and Rhode Island in the techniques for effectively supervising and evaluating teachers. A sample of our New England client districts include Burlington, Lexington, Woburn, Concord, Concord-Carlisle, North Andover, Lawrence, Dedham, Quabbin Regional, Holyoke, Springfield, Northampton, Spencer-East Brookfield, North Middlesex Regional, Ashburnham-Westminster, Bay Path Regional, Chicopee, Massachusetts and; Hampton, Seabrook, Goffstown, Gilford, Conval, Grantham, Sanborn Regional, Timberlane Regional, Hillsboro-Deering, Hollis, Belmont and Pelham-Windham, New Hampshire. (Continued on page 3)

**COURSE INFORMATION:** (Three days live and the equivalent of three days online)

Lower Pioneer Valley Regional Collaborative,  
174 Brush Hill Avenue, West Springfield, MA 01089  
February 10, March 19 and May 7  
8:30 a.m. to 4:30 p.m.

***Cost/Registration Information:***

Cost information is on page 4.  
Registration form is on page 5.

***Participants eligible for 3 graduate credits:***

From Fitchburg State College

***For additional information:***

Contact Annmarie Flaherty by email: [aflaherty@ribasassociates.com](mailto:aflaherty@ribasassociates.com), or by phone at 781-551-9120.

***Embedded Professional Development That Results in Permanent, Positive Change***



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William B. Ribas, Ph.D., President

## THE INSTRUCTORS:

### ***Cynthia Marchand, M.S. (Concord)***

Cynthia began her career in education 37 years ago. Thirty-three of these years were in the Newton, MA, Public Schools, first as a teacher and then in administrative roles. As Mentor Director in Newton, she sought to support and retain new staff while also energizing and affirming the expertise of veterans. Later, as a principal for 15 years, she was influential in both curriculum and staff development within the district. As an educational leader, she focused on refining practice through embedded professional development, consistency of focus, and distributive leadership. Cynthia's recent role was that of Assistant Superintendent for Curriculum and Instruction in Burlington, MA. Cynthia received a B.S. in Elementary Education / Psychology from Skidmore College and an M.S. in Education from Wheelock College. She has done additional post-graduate work in Education Administration at Boston College.

### ***Carol Gregory (West Springfield)***

Carol has 35 years of experience in teaching and administration. After beginning her teaching career in a private, residential treatment center for students with special needs in Pennsylvania, Carol has served as a teacher and an administrator in the Brookline, Westwood, and Northampton Massachusetts, Public Schools. During her time as a teacher she served as president of the teachers' association, grievance chairperson and a member of the negotiating team for both teachers and administrators. After completing five years as the vice principal in a K-8 school, she served as a middle school principal and director of human resources. During her tenure as principal, **she and her staff** successfully completed a self-study and was awarded NEASC accreditation. Carol most recently served as Assistant Superintendent in the Wellesley, Massachusetts, Public Schools. Her responsibilities in Wellesley included **bargaining, human resources and long range planning**.

In her various roles, Carol has been responsible for recruitment, hiring, and induction and mentoring of new teachers, as well as professional development and supervision and evaluation of professional staff. In addition to completing the University of Massachusetts' Dispute Resolution Program, she has experience with contract negotiations and conflict resolution in three different communities. During her career she has represented both labor and management at the bargaining table.

## **Objectives:**

- Describe the role of supervision and evaluation in creating change in a school district
- Explain the educational, legal, public relations (political) and social-emotional standards and knowledge bases needed for effective supervision and evaluation
- Analyze classroom observations and generate judgments on the teacher's performance based either on Charlotte Danielson's Four Domains or the Massachusetts Principles of Effective Teaching
- Develop teachers' instructional strategies that reflect the current research and practice in standards based teaching
- Convert classroom observation notes into write-ups that contain claims, judgments, evidence and impact statements
- Use district performance, curriculum, assessment and other standards to supervise and evaluate teachers
- Use the pre-conference to move teachers' planning toward mastery (backward design) planning and teaching
- Use the post conference planning template to insure you address the most important questions and issues during the conference
- Use the stages of listening and direct and indirect statements to differentiate conferencing strategies to match each teacher's "professional maturity"
- Obtain alternate forms of information and evidence about teaching performance during conferences (other than that observed in the classroom observation) that will better enable you to supervise and evaluate teachers' performance from a 360-degree perspective
- Write end of year summative evaluation reports

## COURSE DESCRIPTION:

(CONT'D FROM PAGE 1)

This course is a practical and research based program for staff supervision and evaluation. Participants will learn to apply knowledge of standards based teaching, curriculum, supervision, and legal procedures to affirm successful teacher performance, plan teacher professional growth, address performance deficiencies and meet individual needs. The course will examine practices of supervising and evaluating teachers in light of collective bargaining agreements, legal rights and other factors significant in the supervisory process. Lectures, discussions, in-class exercises including role-play in supervisory situations, case studies and practical experience through critiquing actual videotaped classroom lessons will be an integral part of this course. The materials used in this course are the most current on the market (see the list below).

### THE TEXT BOOKS USED IN THIS COURSE

1. Ribas, W., *Teacher Supervision and Evaluation That Works!!*, third edition (2011): The Educational, Legal, Public Relations (Political), and Social Emotional Standards and Processes in Supervision and Evaluation
2. Ribas, W., Deane, J., and Seider, S.: *Instructional Practices That Maximize Student Achievement: For Teachers by Teachers*, second edition (2010)
3. Ribas, W., Handout packet for *Teacher Evaluation That Works I* (2011) with 200 pages of supporting materials

A listing of the objectives for the course and the instructor's biography can be found on page 2.

Participants may take the course for three graduate credits awarded by Fitchburg State College.

“Dr. Ribas’s book is a must read for all school administrators. It is the first book that successfully integrates current research on teacher supervision and evaluation with the practical knowledge of someone with 17 years experience as a supervisor and evaluator. It is filled with practical suggestions for supervising and evaluating low performing, average-performing and high-performing teachers.”

**-William Simmons, Principal**

“There are many books that talk about supervision and evaluation of teachers, but only one that serves as a functional and practical guide to the actual practice. This researched-based and practice-based book provides hands on materials and experience based insight into the field of formative and summative teacher evaluation. I have now had the pleasure of using ***Teacher Supervision and Evaluation That Works*** with a generation of school administrators. To a person, they have found it a wonderful guide and resource in improving their teacher supervision and evaluation skills. I encourage you to use this book as a professional development resource and also to help inspire the present and next generation of school leaders in their efforts to provide best practice teacher evaluation. The book is grounded in providing administrators with multiple research-based and practical hands on strategies to improve teaching and learning. ***Teacher Supervision Evaluation That Works*** is a must for any of us that evaluate teachers through the critical lens of improving our schools!”

**-Dr. Keith Pfeifer, Superintendent of Schools**

## COURSE COSTS:

Prices include continental breakfast, two textbooks and the 200-page handout notebook. Participants will have a one-hour lunch break on their own.

	per person <i>without</i> graduate credit	per person <i>with 3 graduate credits</i>
Cost for <b>1</b> person for the entire program	\$925	\$925 3 graduate credits <u>\$255</u> \$1,180
Cost for a <b>5</b> member team of administrators	\$4,625	\$4,625 3 graduate credits <u>\$1,275</u> \$5,900
Cost for a <b>10</b> member team of administrators	\$9,250	\$9,250 3 graduate credits <u>\$2,550</u> \$11,800
Cost for a <b>15</b> member team of administrators	\$13,875	\$13,875 3 graduate credits <u>\$ 3,825</u> \$17,700
Cost of a <b>20</b> member team of administrators	\$18,500	\$18,500 3 graduate credits <u>\$ 5,100</u> \$23,600

*“This was the most practical professional development I have taken. It has significantly increased my ability to improve the quality of teaching in my building.”*

- Principal

*“I have learned so much. It makes me a lot more comfortable when doing evaluations on teachers. I love that I have references.”*

- Vice Principal

*“This was the best professional development I’ve been to in almost 30 years!”*

- Vice Principal

*“I know this has helped me learn how to give teachers feedback to help them become better teachers.”*

- Department Coordinator

**Course Registration Form**  
**Observing, Assessing, Developing and Documenting Classroom Teaching**  
**Spring 2012 Administrator Course**  
**Cost: \$925/person**

*(graduate credit is an additional \$255 and is the responsibility of the participant)*

**Use this form to register up to four participants. For more participants, use a second form.**

District Name:

District Address:

District Telephone:

**Participant Name:**

**Title:**

Building name:

Building Address:

Telephone:

Email:

**Participant Name:**

**Title:**

Building name:

Building Address:

Telephone:

Email:

**Participant Name:**

**Title:**

Building name:

Building Address:

Telephone:

Email:

**Participant Name:**

**Title:**

Building name:

Building Address:

Telephone:

Email:

**Method of Payment:**

Ribas Associates and Publications, Inc.

1. **Credit Card** (check one):

MasterCard

Visa

American Express

Name of Cardholder:

Card Number:

Exp Date:

2. **Purchase Order Number:**

3. **Check payable to Ribas Associates and Publications**

**Total Cost:**

\_\_\_\_\_ Number attending x \$925/person = \_\_\_\_\_ **TOTAL COST**

**Since enrollment is limited, districts will be billed a \$550 non-refundable deposit per registrant upon receipt of the registration form.**

**Mail or fax registration form(s) and payment to:**

Annmarie Flaherty, Ribas Associates and Publications, Inc., 9 Shermans Way, Westwood, MA, 02090

Telephone and Fax: 781-551-9120

Email: [aflaherty@ribasassociates.com](mailto:aflaherty@ribasassociates.com)

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